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ABSTRACT

In 1988, a follow-up mail survey was conducted of 1984 entrants at Howard Community College (HCC) in Maryland to determine their educational and career achievements subsequent to their community college experience and to assess the effectiveness of the college from the students' perspective. Questionnaires were sent to all 1,160 student who entered HCC for the first time in fall 1984. Usable responses were received from 183 former students, for an adjusted response rate of 23%. Males and minorities were relatively under-represented in the respondent sample. Major survey findings were as follows: (1) 65.3% of the respondents entered HCC with a high school diploma, 9.5% had a college certificate or an associate (AA) degree, 5.9% had a bachelor's degree, and 8.3% had an advanced degree; (2) transfer to a four-year college was reported by almost one-third of the respondents as their most important reason for attending HCC, and a variety of job-related motives accounted for another two-fifths of the respondents; (3) 70% of the survey sample had attended part-time; (4) almost equal percentages listed completing courses (37%) and earning an AA degree (35%) as their initial educational goals; (5) three-fifths indicated that they were very successful in reaching their goal, and two-thirds indicated that the HCC courses were very helpful in achieving that goal; (6) college attributes were rated good to very good by over 75% of the respondents were lab equipment, class scheduling, faculty availability/helpfulness, overall quality of college, and quality of instruction; (7) almost 45% of the respondents started their current job after leaving HCC; and (8) among transfer students, one-fifth had completed a bachelor's degree. The survey instrument is appended. (JMC)

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FOLLOW-UP OF 1984 ENTRANTS

RESEARCH REPORT NUMBER 60

MAY 1989

Office of Research and Personnel

Howard Community College

Columbia, Maryland

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FOLLOW-UP OF 1984 ENTRANTS
SUMMARY OF SELECTED FINDINGS

Barbara L. Seboda
Research Analyst

SURVEY RESPONSE

Response from 183 students.

Adjusted response rate of 23%.

The total population of 1984 entrants and those in the survey sample were predominately:

- Females
- Entrants who had not earned a degree or certificate.

STUDENT RESPONSES

Initial reasons for attending, in descending order of frequency, were:

- Job-related
- Transfer to 4 year college
- Self-enrichment/self-development.

Most--70%--attended part time.

A significant proportion planned to take additional courses here.

For initial goal, almost equal numbers chose:

- To complete courses
- To earn an AA degree.

Three-fifths indicated they were very successful in reaching their goal.

Two-thirds indicated that the HCC courses were very helpful in achieving their goal.

RATINGS - a majority of students gave good to very good ratings to their college experiences:

Quality of instruction	90%
Overall quality of college	85%
Faculty avail./helpfulness	78%
Class scheduling	76%
Lab equipment	70%
Academic advising	60%
Preparation for employment	77%
Preparation for transfer	74%

EMPLOYMENT EXPERIENCE - almost 45% started their current job after leaving HCC.

TRANSFER EXPERIENCE - somewhat more than half lost no credits.

After transfer, one-fifth had completed a BA/BS degree.

PEER COLLEGE COMPARISONS

More HCC students, compared to peer college students:

- Entered with college degrees,
- Attended part time, and
- Lost some credits in transfer.

Relatively fewer HCC students initially set out to earn an AA degree or certificate.

1.0 METHODOLOGY

The questionnaire and research design utilized in this follow-up survey were developed jointly by the Maryland Community College Research Group (MCCRG) and the State Board for Community Colleges (SBCC). The survey was fielded in the Spring of 1988 to all students who first attended Howard Community College in the Fall of 1984. This represented a period of three and one-half years after initial enrollment.

The primary objectives of the survey were:

> To determine student educational and career achievements subsequent to the community college experience
>
> To assess the effectiveness of the college from the students' perspective.

All other community colleges within Maryland fielded the same questionnaire to their students as well. The data from all of the colleges was aggregated by the SBCC. Some of the aggregated information is utilized in this report in the form of comparisons between the responses from Howard Community College students to those of students from "peer" colleges. The operational definition of a peer college is based upon college size,- small, medium or large. Howard Community College is defined as a medium-size college, and its peer colleges are Allegany, Charles, Dundalk, Frederick, Hagerstown and Harford.

1.1 SURVEY RESPONDENTS

There were 1160 students who entered Howard Community College for the first time in the Fall of 1984. Questionnaires were sent to all of these students. Of those that could be delivered (800), 183 usable responses were received, for an adjusted response rate of 23%.

Student names were transcribed onto the questionnaires that were sent out, and there was a second mailout to non-respondents. The final response rate of 23% is within the normal range for mailed surveys. In addition to considering the rate of return, the representativeness of the respondents was examined.

Available data allowed for some comparisons between those who responded to the Howard Community College survey vs. those who did not. These comparisons included demographic characteristics and some program-related information from the college files. Where the pattern for both respondents and non-respondents is similar, the respondent sample can be said to be representative with respect to a particular characteristic.

Figures 1 and 2, following, compare "all entrants" to those who did and did not respond to the survey, on the basis of sex and race. As illustrated, males were relatively under-represented in the respondent sample. Similarly, minorities (blacks, hispanics and other minorities) were relatively under-represented in the respondent sample.

Figure 1
SEX

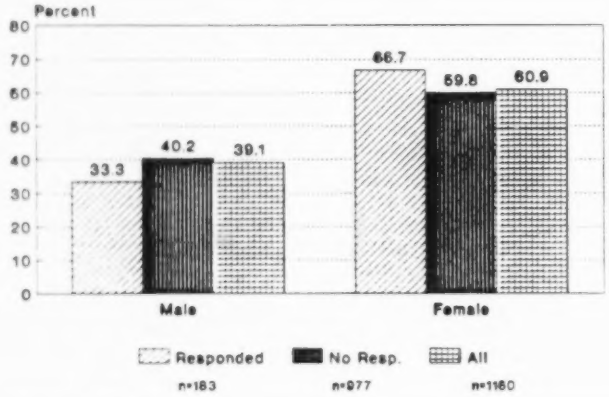
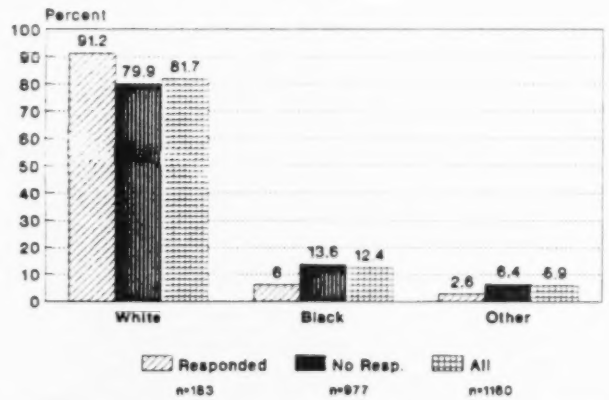


Figure 2
RACE



In fact, almost two-fifths of all 1984 entrants were male. However, only one-third of those who did respond were male. By race, a little over four-fifths of all 1984 entrants were white. In comparison, 91% of those who responded were white.

Figures 3 and 4 demonstrate that those not currently enrolled and those who had not earned a degree were in the majority for both the response and no response groups. However, relatively more of those still enrolled at the time of the survey responded, and relatively more of those who had earned an AA degree or completed a certificate responded. These groups, then, were somewhat over-represented in the respondent sample.

Figure 3
CURRENT ENROLLMENT

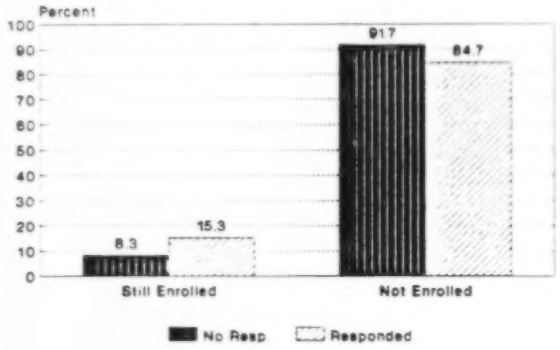
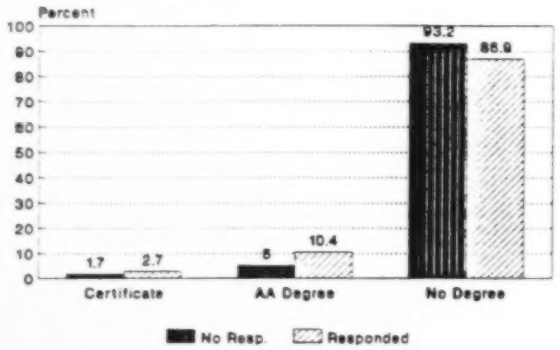
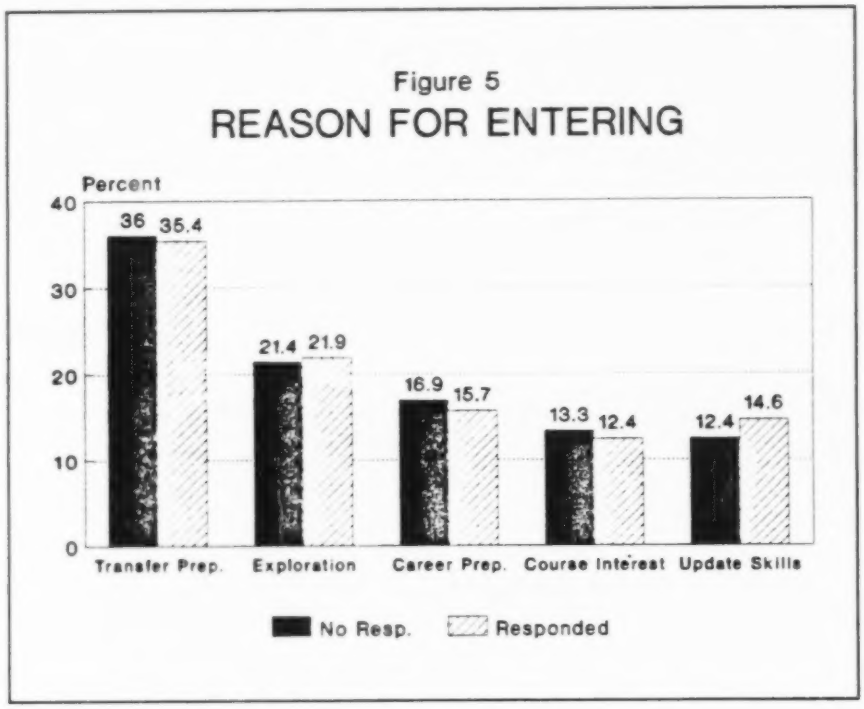


Figure 4
EARNED DEGREE COMPARISON



Relative to reasons for entering the college, there was little difference between those who did respond and those who did not respond. Figure 5 shows the particular reason cited at the time of entrance and the proportion citing each reason. For example, 36% of those who did not respond to the survey indicated that their primary reason for entering the college was to prepare for transfer, as did 35% of those who did respond to the survey.



Overall, the characteristics examined show a good match between the total population first entering the college in the Fall of 1984 and the survey respondents from that cohort. Some groups are slightly under-represented in the survey sample; e.g., males, and minorities. However, the same characteristics dominate both the total population and the survey respondents: females; whites; entrants who had not earned a degree or certificate; those who had entered the college in order to prepare for transfer to another institution.

2.0 STUDENT CHARACTERISTICS AND ATTENDANCE FACTORS

Table 1 presents survey responses comparing the level of education upon entrance. The responses from both Howard Community College students and peer college students are tabulated here.

Table 1
RESPONDENTS' LEVEL OF EDUCATION AT ENTRANCE

	Howard (n=170)	Peers (n=1055)
Less Than HS Diploma	3.5%	4.5%
High School Diploma	65.3%	77.8%
Post-Secondary Education		
College Certificate	7.1%	3.8%
AA	2.4%	1.9%
Professional Degree	2.4%	.9%
BA-BS	5.9%	2.0%
Masters	7.1%	2.1%
Doctoral	1.2%	2.3%
Other	5.3%	4.8%

Roughly two-thirds of the Howard Community College students entered with a high school diploma. About 4% entered HCC with less than a high school diploma, while almost 10% (9.5%) entered with a college certificate or AA degree. Interestingly, over 15% had advanced degrees (professional degree, BA-BS, Masters, Doctoral) when they entered. In fact, significantly more HCC students (26.1% vs. 13.0% of peer college students) entered with some post-secondary education credentials. Proportionately more students from peer colleges entered with a high school diploma or less.

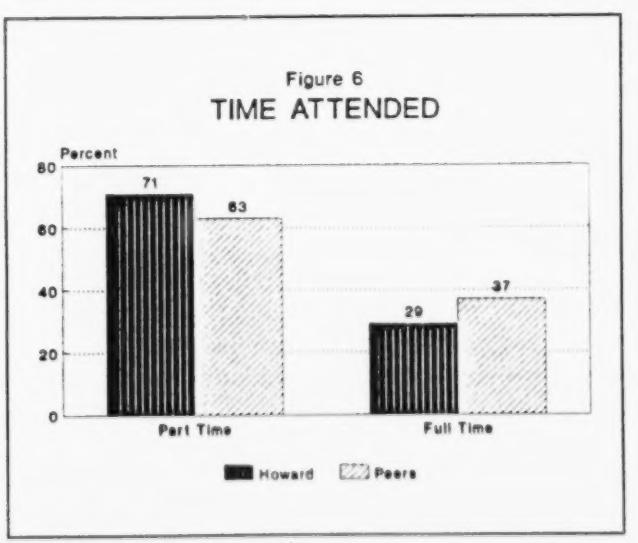
What did students report as their most important reason for attending? Transfer to a four-year institution, reported by almost one-third of the respondents, was the single most frequent response. However, a series of job-related motives, in composite, accounts for a higher proportion of responses. As shown in Table 2, updating skills for a current job, preparing for entry into a different career, preparing for entry into a first career, and obtaining a salary increase/job promotion represent two-fifths of all responses. A third grouping refers to exploration and self-development--self-enrichment/courses of interest only, explore new occupational areas, or explore new academic areas. This grouping encompasses somewhat more than one-fifth of all of the responses.

Table 2
MOST IMPORTANT REASON FOR ATTENDING

	Howard (n=179)	Peers (n=1102)
Transfer to Four-Year Institution	31.8%	25.5%
Update Skills for Current Job	16.2%	17.4%
Self-Enrichment/Courses of Interest Only	14.5%	9.7%
Prepare for Entry into Different Career	10.6%	12.0%
Prepare for Entry into First Career	7.8%	19.3%
Explore New Occupational Area	6.7%	4.9%
Obtain Salary Increase/Job Promotion	5.0%	6.1%
Explore New Academic Area	1.7%	1.4%
Other	5.6%	3.7%

Students from peer colleges were relatively less likely to indicate transfer to a four-year institution as the most important reason for attending community college. About one-fourth gave this response compared to close to one-third of Howard Community College students. Compared to Howard students, the peer college students were more likely to indicate that they were attending to prepare for their first career and less likely to indicate self-enrichment as a primary motive (see Table 2). This may relate to the higher educational levels of HCC entrants.

A little over 70% of the Howard Community College students indicated that they had attended part time. As shown in Figure 6, part time attendance was also the most frequent response of the students from peer colleges. However, relatively more Howard Community College students attended part time when compared to the peer college students,- 71% vs. 63%.

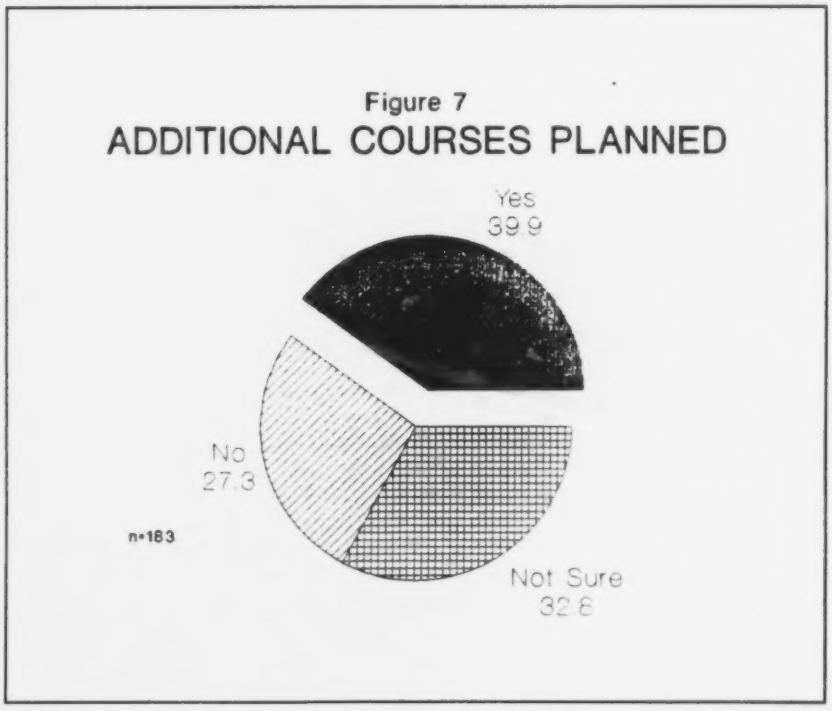


The pattern of enrollment by semester is summarized in Table 3. Almost three-fifths were still enrolled in the Spring 1985 semester. By the Spring 1988 semester, a little more than 12% of those enrolled in the Fall 1984 semester were attending classes.

Table 3
SEMESTERS ENROLLED IN CREDIT COURSES

	At Howard (n=173)
Spring 1985	57.8%
Fall 1985	46.8%
Spring 1986	39.3%
Fall 1986	29.5%
Spring 1987	22.0%
Fall 1987	17.3%
Spring 1988	12.1%

A significant proportion of Howard respondents, however, planned to take additional courses at Howard Community College. About two-fifths indicated that they planned on additional courses. Figure 7 shows that almost another third were "not sure." A little over one-fourth responded negatively to this question.



Those who were no longer students at the community college and not planning to take additional courses in the next several years were asked to indicate their most important reason for not returning. For this group of students, one-third had transferred to another college, and a little more than one-fifth had achieved their educational goal (table 4).

Some had changed their educational goal, and a small number had moved away from the area. Other responses less frequently mentioned--personal, college too expensive, went into military services, etc.--are tabulated in Table 4. A significant proportion, almost one-fifth, checked the "other" response to this question.

The comparable responses from peer colleges are also shown in Table 4. Although the overall pattern is primarily the same, there were some relative variations in these responses. For example, proportionately more peer college students responded to "had moved from area," "program not available," "courses not available," and "unsure of major."

Table 4
MOST IMPORTANT REASON FOR NOT RETURNING

	Howard (n=84)	Peers (n=450)
Transferred to Another College	33.3%	28.4%
Achieved Educational Goal	21.4%	25.1%
Changed Educational Goal	8.3%	3.1%
Moved from Area	4.8%	8.2%
Personal	2.4%	9.1%
College Too Expensive	2.4%	3.1%
Unhappy With College	2.4%	1.1%
Dissatisfied With Program	2.4%	1.1%
Went into Military Service	1.2%	.7%
Program Not Available	1.2%	4.2%
Courses Not Available	1.2%	4.4%
Unsure of Major	-	1.1%
Courses Too Difficult	-	.2%
Other	19.0%	10.0%

3.0 THE HOWARD COMMUNITY COLLEGE EXPERIENCE

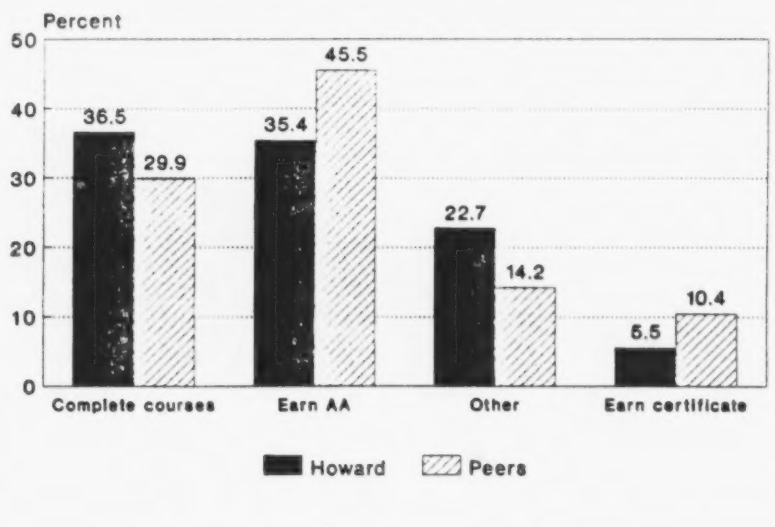
Those surveyed were asked to indicate their primary educational goal, their success in achieving this goal, and the extent to which the Howard Community College courses contributed to goal achievement. To further explore their HCC experience and involvement, they were asked to rate specific college attributes, and to indicate to what extent the college experience had contributed to their general education, prepared them for employment, or prepared them for transfer.

3.1 EDUCATIONAL GOALS AND ACHIEVEMENTS

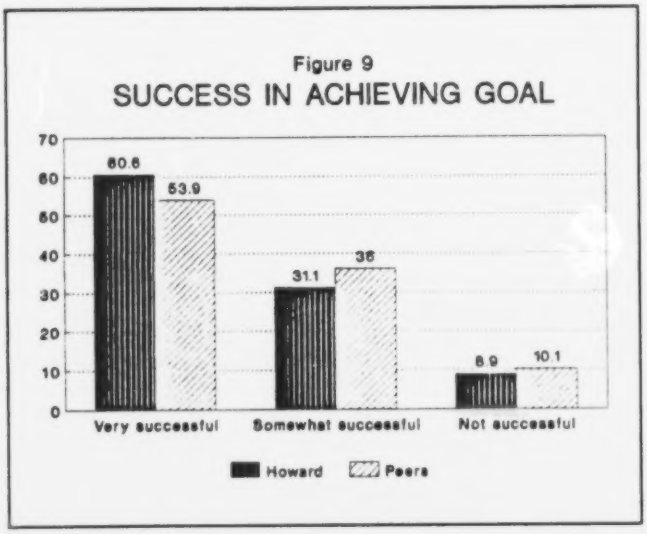
Figure 8 presents the initial educational goals of students from both Howard Community College and the peer colleges. For Howard students, almost equal numbers indicated completion of courses and earning an AA as their initial goal--37% and 35%, respectively. A significant group (23%) chose the "other" response, and relatively few (6%) set out to earn a certificate as their primary goal. Proportionately more peer college students focussed on earning an AA or certificate as their initial goal.

Figure 8

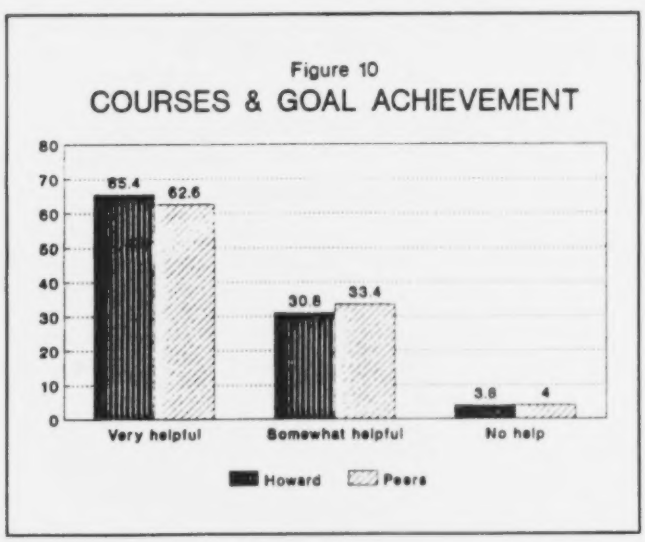
INITIAL EDUCATIONAL GOAL



Taking a look at overall goal achievement, about three-fifths of Howard students indicated that they had been very successful in reaching their goal. Not quite a third felt that they had been somewhat successful. As shown in Figure 9, proportionately more Howard students gave the highest success rating, compared to peer college students.



An equally important question is the extent to which the community college courses contributed to goal achievement. Almost two-thirds of the Howard Community College students said that the courses were very helpful, and somewhat less than one-third indicated that they were somewhat helpful. Figure 10 shows little difference in the breakdown of responses to this question from Howard and peer college students.



3.2 RATING COLLEGE ATTRIBUTES

The 1984 entrants were asked to rate quality of instruction, the overall quality of the college, faculty availability/helpfulness, class scheduling, the quality of lab equipment, and academic advising on a five point scale. The scale ranged from a low of very poor to a high of very good. As shown in Table 5, quality of instruction and overall quality of college were rated good to very good by 90% and 85% of Howard Community College students. Better than three-quarters of those surveyed rated faculty availability/helpfulness and class scheduling good to very good.

Somewhat fewer students gave good to very good ratings to the lab equipment (70%) and to academic advising (60%). (Note that fewer students rated these two attributes.) The rating pattern for peer college students was similar, although proportionately more gave good to very good ratings to the overall quality of the college (89% vs. 85%) and to academic advising (67% vs. 60%).

Table 5
RATINGS OF PRIMARY COLLEGE ATTRIBUTES

	Percent Rating Attribute Good to V.Good	
	Howard	Peers
Quality of Instruction	89.5% (n=171)	88.7% (n=1062)
Overall Quality of College	84.5% (n=161)	89.2% (n=1034)
Faculty Avail./Helpfulness	78.3% (n=161)	79.5% (n=1019)
Class Scheduling	76.2% (n=168)	75.2% (n=1046)
Quality of Lab Equipment	70.3% (n=101)	72.2% (n=369)
Academic Advising	60.0% (n=103)	67.3% (n=826)

A series of questions was also asked about the college contribution to general education in a number of areas. These areas are listed in Table 6 in descending order by the mean rating given on a 5-point scale that ranged from a low of very poor to a high of very good. Only the responses from those who had obtained an AA degree are included here. Other students may not have necessarily taken courses relevant to some of these general education objectives.

Table 6
COLLEGE CONTRIBUTION TO GENERAL EDUCATION

Mean Rating (5-Point Scale) By AA Degree Graduates

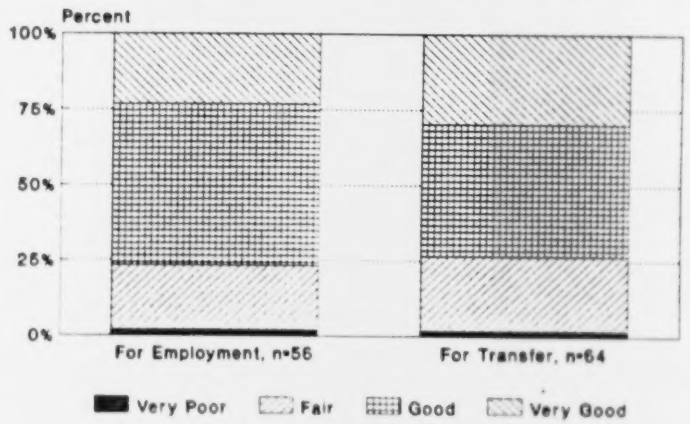
	Howard (n=19)	Peers (n=223 to 227)
Increased enjoyment of learning	4.2	3.8
Clarified goals	3.7	4.0
Enhanced confidence	3.6	4.0
Increased math ability	3.6	3.4
Understanding of logic	3.4	3.2
Knowledge of culture, history	3.4	2.9
Understanding of science/tech.	3.4	3.5
Improved writing	3.2	3.4
Increased attentiveness to news, world events	3.1	3.1
Improved reading comprehension	2.9	3.1
Appreciation of art, music, literature	2.7	2.9

For HCC respondents, the highest rating, with a mean of 4.2, was given to increased enjoyment of learning. Increased enjoyment of learning was given a relatively lower mean rating of 3.8 by peer college students. Howard Community College students gave the next highest ratings to goal clarification (3.7) and to enhanced confidence (3.6). Peer college students gave their highest ratings in these two areas. Ratings for the rest of the areas cluster around the mid-point of the scale, ranging from 2.7 to 3.4. A relatively lower rating was given in the area of culture and history knowledge by peer college students (2.9 vs. 3.4).

Perhaps two of the most important rating questions asked in the survey were how well the college prepared students for employment or for transfer. Figure 11 graphically displays the proportion of Howard Community College students that gave each particular rating. For employment, better than three-fourths (76.8%) rated their college preparation good to very good. For transfer, almost three-fourths (73.5%) rated their college preparation good to very good.

Figure 11

COLLEGE PREPARATION RATINGS



4.0 BEYOND HOWARD COMMUNITY COLLEGE

The current status of the Howard Community College students, based upon their survey responses in 1988, is summarized in Table 7. A little over half of the Howard Community College students indicated that they were employed full-time, and somewhat less than one-third were employed part-time. Almost one-fifth were full-time students, and 15% were part-time students. (Note that many of the response categories for this question are not mutually exclusive, and respondents were asked to check as many categories as were appropriate to them.) The table also lists those who were full-time homemakers, those who were retired, those who were unemployed and seeking a job, etc.

Table 7
CURRENT WORK/EDUCATION STATUS

	Howard (n=171)	Peers (n=1054)
Employed Full Time (35 hrs.min.)	52.0%	64.9%
Employed Part Time	31.0%	20.2%
Full-Time Student (12 c.h. min.)	21.5%	19.3%
Part-Time Student	14.6%	18.6%
Full-Time Homemaker	8.2%	6.7%
Employed & Seeking New Job	5.3%	9.4%
Retired	4.7%	2.3%
Unemployed and Seeking Job	4.1%	6.1%
Unemployed & Not Seeking Job	2.9%	1.4%
Active Military Service	1.8%	1.5%

When compared to Howard Community College students, peer college students were somewhat more likely to be employed full time (65% vs. 52%). They were also relatively more likely to be employed and seeking a new job (9% vs. 5%). Although there was little difference in the proportion of survey respondents who were currently students, peer college students were almost equally divided between part-time and full-time students.

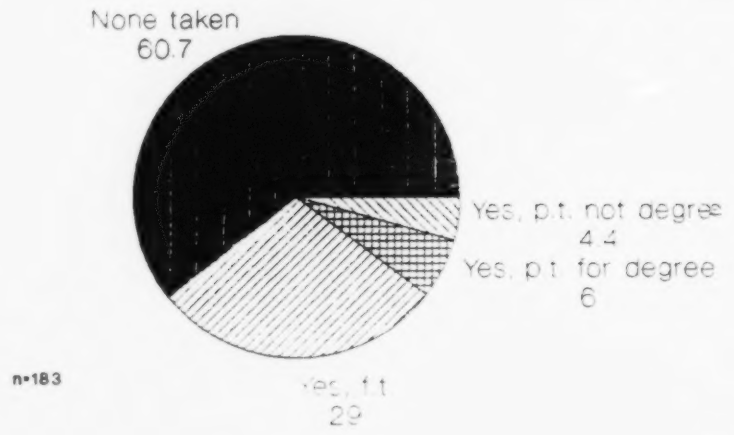
More detailed information on the transfer experience, and on current job, is presented in the following subsections.

4.1 TRANSFER

Figure 12 indicates that about three-fifths of the Howard Community College students had not taken any courses elsewhere. About 30% were

full-time students elsewhere. The remaining 10% had taken courses on a part-time basis, some for a degree and some not.

Figure 12
TAKEN COURSES ELSEWHERE



For those who transferred, somewhat more than half indicated that no credits were lost (Table 8). Close to one-fourth were unable to transfer 1-3 credits, and almost one-fifth lost between 4 to 12 credits. A small proportion were unable to transfer a larger number of credits, as shown in the table. Proportionately more of the peer college students reported that no credits were lost during transfer (61% vs. 53%).

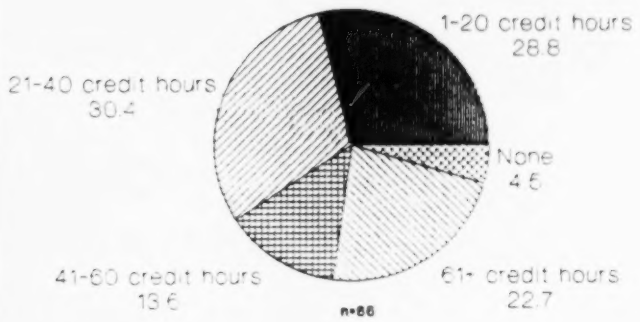
Table 8
CREDITS LOST IN TRANSFER

	Howard (n=55)	Peers (n=226)
None Lost	52.7%	60.6%
1-3	23.6%	12.8%
4-6	9.1%	10.2%
7-12	9.1%	9.7%
13-20	1.8%	3.1%
21+	3.6%	3.5%

After transfer, the number of credit hours completed by Howard Community College students ranged widely, as shown in Figure 13. About

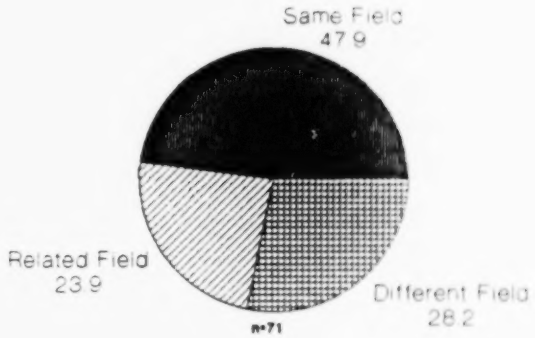
30% had completed 21-40 credit hours. Some had completed less, while others had completed in excess of 60 credit hours.

Figure 13
HOURS COMPLETED AFTER TRANSFER



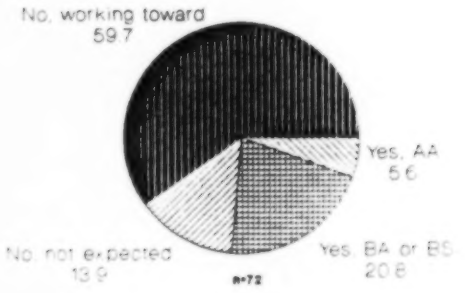
Relative to academic field at transfer, almost half had remained in the same field (figure 14). Close to one-quarter had pursued a related field, while almost 30% had gone into a different field.

Figure 14
ACADEMIC FIELD UPON TRANSFER



After transfer, about one-fifth had completed a BA or BS degree. The majority (three fifths) were still working toward a degree. A few, as shown in Figure 15, had gotten an AA degree. Still others did not expect to get a degree.

Figure 15
DEGREE AFTER TRANSFER



4.2 EMPLOYMENT

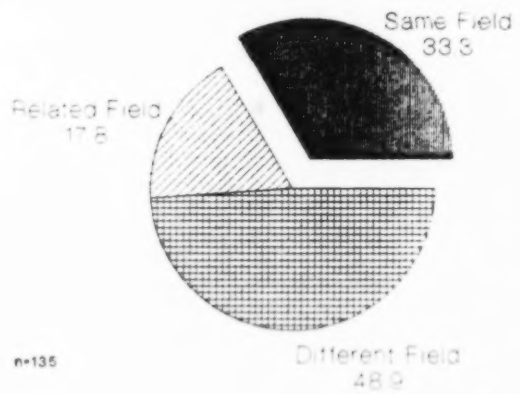
A substantial number of the 1984 students, about 45%, had started their current job since leaving Howard Community College. Figure 16 indicates that another large group, 37%, were in their current job before attending the college. The remainder (19%) started their current job while attending the college.

Figure 16
CURRENT JOB STARTED

Finally, students were asked about the relationship between their current job and their college program. Almost half currently had a job in a field which differed from their college program (Figure 17). For one-third, their current job and their college program were in the same field. The remainder worked in a field which was related to, but not the same as, their college program.

Figure 17

CURRENT JOB & COLLEGE PROGRAM



d:\ent84fin.bls

5.0 LIST OF MOST RECENT RESEARCH PUBLICATIONS

1987-1989 HOWARD COMMUNITY COLLEGE PUBLICATIONS

Livieratos, Barbara B. SURVEY SHEDS LIGHT ON CONTINUING EDUCATION ENROLLEES. Report No. 59. Howard Community College, April 1989.

Livieratos, Barbara B. OUTREACH AND INFORMATION: SURVEY RESULTS. Report No. 58. Howard Community College, May 1989.

Monroe, Charlotte A. HOWARD COMMUNITY COLLEGE 1989-1990 INSTITUTIONAL INDICATORS FOR PROPOSED OPERATING BUDGET. Report No. 57. Howard Community College, March 1989.

Livieratos, Barbara B. REPORT ON THE RESULTS OF THE 1988 SURVEY OF FORMER BIOMEDICAL ENGINEERING TECHNOLOGY STUDENTS. Report No. 56. Howard Community College, January 1989.

Novak, Virginia E. and Radcliffe, Susan K. ENROLLMENT PROJECTIONS REPORT. Report No. 55, December 1988.

Livieratos, Barbara B. REPORT ON THE RESULTS OF THE 1988 SURVEY OF TELECOURSE STUDENTS. Report No. 54. Howard Community College, August 1988.

Livieratos, Barbara B. THE SURVEY OF EMPLOYERS OF 1986 HOWARD COMMUNITY COLLEGE GRADUATES: A REPORT OF THE FINDINGS. Report No. 53. Howard Community College, July 1988.

Novak, Virginia E. FOLLOW-UP OF 1986 GRADUATES. Report No. 52. Howard Community College, May 1988. ED 296 752.*

Monroe, Charlotte A., Novak, Virginia E., and Radcliffe, Susan K. HOWARD COMMUNITY COLLEGE 1988-1989 INSTITUTIONAL INDICATORS FOR PROPOSED OPERATING BUDGET. Report Number 51. Howard Community College, April 1988. ERIC Publication Number ED 292 525.*

Livieratos, Barbara B. HIGHLIGHTS OF THE SURVEY OF EMPLOYERS OF 1985 HOWARD COMMUNITY COLLEGE GRADUATES. Report Number 50. Howard Community College, February 1988. ERIC Publication Number ED 292 488.*

Livieratos, Barbara B. FINDINGS FROM THE SURVEY OF EMPLOYERS OF 1984 HCC GRADUATES. Report No. 49. Howard Community College, December 1987.

Novak, Virginia E. and Radcliffe, Susan K. ENROLLMENT PROJECTIONS REPORT. Report No. 48. Howard Community College, December 1987.

Novak, Virginia E. and Radcliffe, Susan K. FOLLOW-UP OF 1985 GRADUATES. Report No. 47. Howard Community College, August 1987. ERIC Publication Number ED 285 611.*

*An ERIC Publication Number indicates that the report was published by Educational Resources Information Center and is listed in the Resources in Education Index.

APPENDIX A: SURVEY QUESTIONNAIRRE

FIRST-TIME STUDENTS, FALL 1984
MARYLAND COMMUNITY COLLEGES

This survey is being sent to students who first attended this community college in Fall 1984. We are interested in your experiences at the college, regardless of how long you have continued at this college. Please complete the survey and return it in the stamped envelope provided. Additional comments are welcome. All answers will be strictly confidential. Thank you for your assistance in helping us evaluate our programs and services.

o

o (Please make corrections if necessary)

_____
(Name)

_____
(Address)

o

o _____

PART I

A. During the semester(s) you attended this community college, did you attend primarily on a part-time or on a full-time basis? (check one)

[ ] 1. Primarily part-time (11 credit hours or less per term)
[ ] 2. Primarily full-time (12 credit hours or more per term)

B. During the semester(s) you attended this community college, did you: (check all that apply)

	Yes	No
1. Work primarily full-time (35 or more hours per week)?	[ ]	[ ]
2. Work primarily part-time?	[ ]	[ ]
3. Take a developmental/remedial math course?	[ ]	[ ]
4. Take a developmental/remedial reading course?	[ ]	[ ]
5. Take a developmental/remedial English course?	[ ]	[ ]
6. Use the job placement services?	[ ]	[ ]
7. Participate in student activities?	[ ]	[ ]

C. Do you plan to take additional courses at this community college? (check one)

[ ] 1. Yes
[ ] 2. No
[ ] 3. Not sure

D. When you first started at this community college, what was your educational goal? (check one)

[ ] 1. Complete selected courses, did not intend to graduate
[ ] 2. Earn a certificate
[ ] 3. Earn an associate in arts (AA) degree
[ ] 4. Other (specify) _____

E. Below are a number of reasons for attending a community college. Please rate how important each was to you.

	Reasons		
	Very Important	Somewhat Important	Not Important
1. Prepare for entry into first career	[ ]	[ ]	[ ]
2. Prepare for entry into different career	[ ]	[ ]	[ ]
3. Update skills for current job	[ ]	[ ]	[ ]
4. Prepare for transfer to four-year institution	[ ]	[ ]	[ ]
5. Self-enrichment/courses of interest only	[ ]	[ ]	[ ]
6. Explore new occupational area	[ ]	[ ]	[ ]
7. Explore new academic area	[ ]	[ ]	[ ]
8. Obtain salary increase and/or job promotion	[ ]	[ ]	[ ]
9. Other (specify) _____	[ ]	[ ]	[ ]

F. Please give the number (from Question E) of the most important reason for you in deciding to attend <u>this</u> community college. (For example, if "update skills for current job," put 3.) _____

G. How successful do you think you were in achieving your most important goal (Question F)?

[ ] 1. Very successful
[ ] 2. Somewhat successful
[ ] 3. Not successful

H. Please give the number (from Question E) of the <u>next</u> most important reason for you in deciding to attend this community college. (For example, if "explore new occupational area," put 6.) _____

I. How successful do you think you were in achieving your <u>next</u> most important goal (Question H)?

[ ] 1. Very successful
[ ] 2. Somewhat successful
[ ] 3. Not successful

J. How helpful were the courses you took at <u>this</u> community college in achieving your most important goal? (check one)

[ ] 1. Very helpful
[ ] 2. Somewhat helpful
[ ] 3. No help

K. In which of the following semesters did you enroll in credit courses at <u>this</u> community college? (check all that apply)

Fall	Spring
[ ] 1. Fall 1984	[ ] 5. Spring 1985
[ ] 2. Fall 1985	[ ] 6. Spring 1986
[ ] 3. Fall 1986	[ ] 7. Spring 1987
[ ] 4. Fall 1987	[ ] 8. Spring 1988

[ ] 9. Other (specify) _____

L. Please rate each of the following aspects of this community college. (For each item, circle the number that most closely reflects your opinion.)

	Very Good	Good	Fair	Poor	Very Poor	Not Applicable To Me
1. Quality of classroom instruction	5	4	3	2	1	0
2. Class scheduling	5	4	3	2	1	0
3. Job placement services	5	4	3	2	1	0
4. Faculty availability/helpfulness	5	4	3	2	1	0
5. Quality of laboratory equipment	5	4	3	2	1	0
6. Overall quality of college	5	4	3	2	1	0
7. Academic advising	5	4	3	2	1	0
8. Student activities	5	4	3	2	1	0
9. Reading skills improvement courses	5	4	3	2	1	0
10. English skills improvement courses	5	4	3	2	1	0
11. Math skills improvement courses	5	4	3	2	1	0

M. If you are no longer a student at this community college and do not plan to take additional courses in the next several years, please check how important the following reasons were for you in deciding not to return. (For each item, circle the number that most closely reflects your opinion.)

If you are currently enrolled or plan to attend the college in the near future, skip Questions M and N.

Reasons for Not Returning	Very Important Factor	Somewhat Important Factor	Not an Important Factor
1. Achieved educational goal	3	2	1
2. Changed educational goal	3	2	1
3. Transferred to another college	3	2	1
4. College was too expensive	3	2	1
5. Courses were too difficult	3	2	1
6. Went into military service	3	2	1
7. Personal	3	2	1
8. Unsure of my major	3	2	1
9. Unhappy with the college	3	2	1
10. Dissatisfied with program	3	2	1
11. Program not available	3	2	1
12. Courses not available	3	2	1
13. Moved from area	3	2	1
14. Other (specify) _____	3	2	1

N. Please give the number (from Question M) of the reason most important for you in deciding not to return. (For example, if "moved from area," put 13.) _____

O. What is your current work/education status? (check all that apply)

[ ] 1. Employed full-time (35 or more hours per week)
[ ] 2. Employed part-time
[ ] 3. Full-time student (12 or more credit hours)
[ ] 4. Part-time student
[ ] 5. Active military service
[ ] 6. Unemployed and seeking a job
[ ] 7. Unemployed and not seeking a job
[ ] 8. Employed and seeking a new job
[ ] 9. Retired
[ ] 10. Full-time homemaker

P. What was the highest level of education you had completed when you entered this community college? (check one)

[ ] 1. Less than high school diploma
[ ] 2. High school diploma/GED
[ ] 3. College certificate
[ ] 4. Associate degree (AA)
[ ] 5. Master's degree
[ ] 6. Professional degree
[ ] 7. Doctoral degree
[ ] 8. Other (specify) _____

IF YOU ARE CURRENTLY UNEMPLOYED, GO TO PART III, OTHERWISE, CONTINUE TO NEXT QUESTION.

PART II

Q. Where is your current job located? _____
City County State

R. Is your current job related to your community college program?

[ ] 1. Yes, in same field
[ ] 2. In somewhat related field
[ ] 3. No, in different field

S. When did you begin your present job?

[ ] 1. Before attending this community college
[ ] 2. While attending this community college
[ ] 3. Since leaving this community college

T. Overall, how well did this community college prepare you for employment?

[ ] 1. Very good preparation
[ ] 2. Good preparation
[ ] 3. Fair preparation
[ ] 4. Poor preparation
[ ] 5. Very poor preparation
[ ] 6. No connection between this community college education and my job

PART III

U. Have you taken courses at another college/university since attending this community college? (check one)

[ ] 1. Yes, full-time (12 or more credit hours per term)
[ ] 2. Yes, part-time and seeking a degree
[ ] 3. Yes, part-time but not seeking a degree
[ ] 4. No, I have not taken courses at another college/university

IF YOU HAVE NOT TAKEN COURSES AT ANOTHER COLLEGE, GO TO PART IV, OTHERWISE, CONTINUE TO NEXT QUESTION.

V. What is the name of the college/university you have most recently attended?

_____

Institution Campus/Location

W. How many credit hours have you completed at your transfer institution? _____ credit hours

X. Have you received a degree from a transfer college/university since leaving this community college?

[ ] 1. Yes, AA degree
[ ] 2. Yes, BA or BS degree
[ ] 3. No, but I am working toward a degree
[ ] 4. No, I don't expect to earn a degree; I am taking only selected courses

Y. How well did this community college prepare you for transfer?

[ ] 1. Very good preparation
[ ] 2. Good preparation
[ ] 3. Fair preparation
[ ] 4. Poor preparation
[ ] 5. Very poor preparation

Z. Were the courses you took at the transfer college/university in the same academic field as the courses you took at this community college?

[ ] 1. Yes, in same academic field
[ ] 2. In somewhat related academic field
[ ] 3. No, in a different field

AA. How many credit hours for courses with a "C" or better from <u>this</u> community college were <u>not</u> accepted at your transfer college/university?
_____ credit hours

BB. Please specify the community college course(s) that did <u>not</u> transfer.

_____ _____

PART IV

CC. To what extent did your attendance at this community college help you accomplish the following? (For each item, circle the number that most closely reflects your opinion.)

	A Great Deal		A Fair Amount		Not At All
1. Improve your writing	5	4	3	2	1
2. Expand or enhance your appreciation of art, music, or literature	5	4	3	2	1
3. Increase your ability to use mathematics	5	4	3	2	1
4. Improve your understanding of science and technology	5	4	3	2	1
5. Increase your attentiveness to news and world events	5	4	3	2	1
6. Improve your ability to understand the logic and merits of arguments	5	4	3	2	1
7. Clarify your educational or career goals	5	4	3	2	1
8. Enhance your self-confidence	5	4	3	2	1
9. Improve your reading comprehension	5	4	3	2	1
10. Increase your knowledge of other cultures and periods of history	5	4	3	2	1
11. Increase your enjoyment of learning	5	4	3	2	1

DD. What did you like best about <u>this</u> community college?

_____

_____

EE. What changes could be made to <u>this</u> community college to improve its services and help students achieve their goals?

_____

_____

COMMENTS:

_____

_____

_____

THANK YOU FOR YOUR ASSISTANCE.

ERIC Clearinghouse for Junior Colleges
FEB 15 1990